

## EFFECTIVENESS OF VIDEO MATERIALS FOR FOREIGN LANGUAGE TEACHING

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**Abstract.** *The article dwells on effectiveness of video materials for foreign language teachings. It is noted that the usage of e-manuals and materials are targeted at several stages in the course of complementing the content of lesson. In is concluded that students evaluate the completed assignment while hearing the phrases actually pronounced by the orator. The author of the article lays an emphasis upon the idea that students take special interest in classes resorting to e-manuals and video materials, on the whole.*

**Keywords:** *foreign language teaching, video materials, non-linguistic universities, several stages.*

Since the ancient times, the issue beset with younger generation education and upbringing was one of the most important ones facing different societies. Enlighteners and thinkers of all times generated a considerable number of writings and sayings concerning the topic in question, “because in any society the young generation is a care of great potential and significance; our new Tajik society is no exception” [6, p. 45]. That’s why the Government of the country has been paying particular attention to the relevant issue. In systematic Addresses of the Founder of Peace and National Unity – Leader of the Nation, Tajikistan Republic President Emomali Rahmon to the Majlisi Oli of Tajikistan Republic (January 26, 2021) every year special attention is paid to science and education. The message emphasizes that every three years, education workers are certified. Another important point is to improve Russian-English languages teaching and tuition. Certainly, this is a matter of concern. It follows from our country’s President’s words that serious work should be done and measures should be taken to establish proper teaching of languages.

It is common knowledge that video materials stimulate students’ interest in a foreign language learning and students hear a sounding foreign language speech in different communicative situations, at the same time, they have a desire to imitate native speakers pronunciation, thereby, their pronunciation skills improvement in a foreign language as well.

Proceeding from the watched video fragment occurs a foreign language speaking skills formation. “The given information that students receive while watching a video clip is interesting for them, since it reflects the everyday life situations of communication of native speakers and contains speech statements characterizing native speakers” [3, p. 24]. As a rule, students immediately make an endeavor to resort lexical structures they have heard in the video fragment in their speech utterances, on the whole.

The resorting to video materials in the classroom of a foreign language optimizes the process of teaching practical knowledge of a foreign language, namely: first of all, it forms and develops speaking skills in a foreign language.

Of great significance in the educational process while teaching speaking in a foreign language are conferences held using a variety of Internet resources enabling all conference participants to exchange written messages (i.e. improve foreign language writing skills) both in synchronous and asynchronous mode.

Preparatory Stage: as it is commonly believed in foreign languages methods of teaching, first of all, to use video materials for the following purposes: to teach listening and to improve phonetic skills; to create in a usual practical lesson in the process of “a foreign language teaching communicatively” [1, p. 68] and to organize situations targeted at foreign language communication conditionally.

Working with e-manuals and video casting

materials one can assert that resorting to such kinds of educational tools in the classroom by the teacher can be divided into several sub-stages: the first stage – preparatory; the second stage – presentation of video material; the third one – final [4; 2; 3].

Of course, certain difficulties in comprehension of the content of a video clip can be avoided if students are invited to listen and try to understand the soundtrack of individual fragments of the video film. In reference to it, before the video presentation students can be asked to complete the following tasks immediately: to get acquainted with preliminary questions on the content of the film; to get acquainted with the tasks beset with the subsequent retelling of the content of the film; to compose monologues or dialogues on the theme explored and to make a forecast of the further development of the plot of the film.

Video Presentation Stage: in the course of the video material perception by the audiences, the student-spectators take an active part in the lesson. The program aimed at management with the film perception by the teacher can be offered in the form of drawing up an annotation of the film, abstracts, and a list of basic lexical units. At the same time, students may be supposed the following task, namely: to underscore linguistic and cultural structures sounding in the video film and their foreign language speech design as well.

The Final Stage: it is checked how effective tasks proposed by the teacher contributing to a better understanding of the content of the film by students and controlling their adequate use of foreign language lexical and grammatical structures in their speech. The teacher should pay particular attention to various types of retelling of the content of the film, which can be: short, selective, complete, but, first of all, taking into account speech skills development of each student. Students

actively work in micro-groups (one micro-group consisting of 3-4 students) preparing the clarifying questions concerning the content of the video in the micro-group complementing the dialogues heard by roles, transferring action of the dialogue to their daily life. One of the principal advantages targeted at usage of video in the class is that students not only hear a foreign language, but observe its actual functioning, which greatly simplifies the process of understanding what they have heard, because, for example, shades of mood of the characters are often conveyed by facial expressions, gestures, etc. Usage of video materials makes it possible to intensify resorting to the necessary foreign language lexical and grammatical structures during various role-playing games and discussions [5; 6].

Into the bargain, the regular use of video materials in foreign language classes allows us to: teach a foreign language to people of different age groups; to introduce an intercultural component into a foreign language teaching and to make learning a foreign language as emotional as possible. One of the ways to attract more students to the study beset with a foreign language is to watch short plot dialogues, subtitles to which are given in Tajik, since the content of the dialogues is conveyed in subtitles, as fully as possible, as a rule.

**Conclusion:** In general, the teacher can start by discussing subtitles for dialogues for example: to ask students to answer sample questions: how accurate do they think the subtitles, why not all parts of the dialogue are conveyed in them, especially when several characters are speaking at the same time, etc. It is worth stating that after completing the assignment, students can compare the recorded phrases to each other.

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### **ЭФФЕКТИВНОСТЬ ВИДЕОМАТЕРИАЛОВ ДЛЯ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ**

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***Аннотация.** В статье рассматривается эффективность видеоматериалов для обучения иностранному языку. Отмечается, что использование электронных пособий и материалов направлено на несколько этапов по мере дополнения содержания урока. Делается вывод о том, что учащиеся оценивают выполненное задание, слушая фактически произносимые оратором фразы. Автор статьи акцентирует внимание на том, что учащиеся проявляют особый интерес к занятиям, прибегая в целом к электронным пособиям и видеоматериалам.*

***Ключевые слова:** обучение иностранному языку, видеоматериалы, неязыковые вузы, несколько этапов.*